

**THE IMPACT OF TEACHERS ATTITUDES IN THE IMPLEMENTATION OF  
INCLUSIVE EDUCATION AND PERFORMANCE OF LEARNERS IN  
INCLUSIVE SETTINGS IN CENTRAL DIVISION,  
MACHAKOS DISTRICT, KENYA**

**BY**

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND DISTANCE  
LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE WARD  
OF DEGREE OF BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND  
PRIMARY EDUCATION OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**DECEMBER 2009**

**DECLARATION**

I, **Kisungu Dennis Kioko**, do hereby declare that this research paper is my own original work and that it has never been submitted before for any academic purpose.

Signature.....  
**Kisungu Dennis Kioko**

Date.....

## APPROVAL

This work has been done under my supervision as the university supervisor. It is ready for the submission to the examining body of the university.

Signature.....

**Ssekajugo Derrick**

Date.....

## **DEDICATION**

This research study is dedicated to my mum, Priscillah and my Dad, Mr.Kisungu for all the support accorded to me during the course of my studies. May the Most Precious God bless you always.

## ACKNOWLEDGEMENT

Utmost appreciation goes to supervisor Mr. Ssekajugo Derrick who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

I owe my appreciation to all those people who have assisted me in the course of my studies and some of these need special consideration, my brother, Keith and sister Josephine and Kampala International University' lecturers most especially those in the In-service department. I'm so grateful.

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## **ABSTRACT**

*The research addresses issues such as the factors hindering the implementation of inclusive education in primary school in Central division within Machakos district.*

*The researcher used qualitative method; he opted for this method because it is a matter of describing the data collected using words. The researcher used questionnaires comprising of eight questions. They were taken to three schools in the zone. Three teachers in every school filled the questionnaire to represent the large population. The researcher found that the key factor to hindrance is trained man power, negative attitudes towards learners with special need educations. The researcher concluded that the three quarters of the teacher in the Zone have not been access to inclusive education. He therefore, recommended that there is need to train to teachers per school in the Zone. Create awareness to the general public about the importance of supporting learners with special needs education.*

## CHAPTER ONE

### INTRODUCTION

#### 1.0. Overview

This chapter covers background of the study statement of the problem, purpose, objectives research questions and significance of the study.

#### 1.1. Background to the Study

Education is a significant factor in shaping and promoting economy of a country's development. It objectives also calls for expansion of learners knowledge, experience and imaginative understanding on awareness of important value like being capable for employment.

Inclusive education emerged in many different periods. In 1960, the normalization period which the creation of learning social environment for persons with special needs education and initiative cultural mainstreams. The philosophy of regular education introduced in 1986 by Madelesine C in United States of America emphasized general education rather than special education. In the period of inclusive education, it emphasized the recognition of individual difference, thus enabling them to obtain quality life in their natural environment. The period also addressed the learners within the main stream of education using all available resources in creating opportunities for all.

Inclusive education in Kenya has taken root because they have adopted a systematic approach and formulating policies and implementing them.

In 1948, there were human rights pointing out access education to learners with special needs. World conference on education for all (EFA) 1990 held in Jomtien Thailand was a move towards inclusive education. In Dakar 2000, all conference attended by 64 countries aimed at putting inclusive education into a reality. Kenya national conference on education for all was held in Kisumu in 1992 to fulfill the Jomtien resolution. Minded report of 1964 both highlighted and pointed out an inclusive education for all. There are other conferences and conventions which emphasized the need for the system of education, but the researcher has mentioned just but a few.

Thee medium of instruction in Central is the National language Kiswahili and English. Majority of these schools feature out in Kenya certificate of primary education (K.C.P.E) while other schools have high drop outs because some of the learners require special needs education which could have been arrested in an individualized educational programme I.E.P. It is the reason that the researcher would like to investigate why there is little or no implementation of inclusive education in Central division.

## **1.2. Statement of the problem**

The research has noted that there has been little or no implementation of inclusive education in Machakos district. It is not clear why it was not put in place and yet the government has trained some teachers in the region.

## **1.3. Purpose of the study**

The researcher would like to establish the factors that hinder the implementation of inclusive education in Central division.

The possible factors and the results obtained from the study would pave way forward to educational implementers to decide the best educational lines to follow for the betterment of learners with special needs in the region

The researcher aimed at highlighting the general public picture of implementing the designed education for all by the year 2016

#### **1.4. Objectives of the study**

- i) To establish the provision and support by the community towards learners with special needs education
- ii) To establish the adequacy of learning/teaching materials in the division
- iii) To determine factors that hinder implementation of inclusive education in Central division, Machakos district Kenya.
- iv) To determine teachers' attitude towards learner with special needs education.
- v) To determine the methods used by teachers in their schools.

#### **1.5. Research questions**

1. Does the administration and the community provide any support to learners in the region?
2. Does the division have adequate learning/ teaching materials for all schools?
3. What is teaching learning methods used in handling learners with special needs education?
4. What are teachers' attitudes towards learners with special need education?
5. What factors hinder the implementation of inclusive education in Central division, Machakos district Kenya?

## **1.6. Significance of the study**

The results of the study will be used to improve the attitudes of teachers and learners in the community towards implementation of inclusive education in their respective schools

The results also will help learners with special needs education to utilize their functioning parts to achieve the educational goals.

The outcome of this study will provide parents with learners with special needs education with information on medical care referrals and guidance and counseling

The results will be used to assist school administration and other stakeholders to improve on learning strategies which are focused to boost the implementation of inclusive education in their school.

The results of the study will be used to sensitize the community on the need of accepting the implementation of inclusive education in their schools in order to provide education opportunity to learners with special needs education.

The result will be used to enlighten teachers to realize the need and importance of inclusive education in their schools.

The results of the study will be used by teachers and the community to modify the learning environment to barrier free learner with special needs education

## **1.7. Operational definition of terms (concepts)**

### **Stakeholder**

Persons or people who have common interests in a learning institution

### **Research**

An exercise planned and designed to solve or alleviate a problem.

### **Researcher**

A person who carries out a research

### **Implementation**

To put into effect.

### **Inclusive education**

The process of addressing the learner's needs with the main stream of education using all available resources hence creating opportunity for learners in preparing them for life Module 18 by Randiki (2002)

### **Hinder**

To prevent or delay the process of the implementation of inclusive education

### **Special need Education**

Education which provides appropriate modification in curriculum teaching method, teaching learning resources, Medium of communication in order to meet individual special needs. Module 1 by D. Okot and W. Kutosi

### **1.8 Limitations of the Study**

Time factor was among and the main problem. As a distance learner, there are many other activities which need attention ahead of the researcher. As a teacher in charge of special education in the school, the study was very squeezed by other vital functions , meetings , workshops and lesson just to mention a few.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0. Introduction

What was once called integration in most countries has been changed to inclusion. The term changed to inclusion. The term change suggest transition or positive steps towards providing better services to marginalized group such as disabled. The researcher viewed at inclusion and integration to mean almost the same thing, but most write acknowledge important difference in meaning and conceptual levels. The education Act 1981 in Alan and Louis (1970) states that inclusion must be seen as a challenge to provide better special education within diverse setting which is acceptable not only to the parents but also to the children who are direct consumers of these services.

The move from the period of neglect that was "a societal outcast" the time the society held negative image and denied special service to learners with special needs education. Sofford and Rosen (1981) highlights the private period, institutional normalization, integration periods was beings and learned in special institution to be integrated in main stream classes in the name of inclusion.

#### 2.1. History of Inclusive Education

Inclusive education dated way back to educational Act 1981 where learner received a better special service within diverse setting which was acceptable to parents, learners who were direct consumers.

Inclusive education suggest the process of addressing the learners need with the main stream of education using all available resources thus creating opportunities to obtain jobs to sustain them.

Inclusive education emphasizes a change and viewing at adopting learning environment rather than changing learners. At past, there were several initiatives and philosophies which emerged with a total aim to explain the changes Madeleine (1986) emphasized on general education rather than special.

## **2.2. Historical development of inclusive education in USA**

Institutions for the special needs education learners in U.S.A dated back 1829 where new asylums for the blind was started. Massachusetts schools for the idiots among others were opened in 1859.

The asylums and poor houses were turned into residential special schools. Integration in USA was fully implemented in 1900 through units within regular schools and this later was termed as inclusive education.

Historical development of special needs education module 18 by Randiki F. (2002)

## **2.3. History development of inclusive education in Uganda**

The education was initiated by the governor of Uganda Andrew Cohen in 1952. He had a visually impaired relative and through his initiative other organizations emerged.

- Uganda foundation for the Blind
- Uganda Society for the Deaf (USD)
- Uganda Spastic Society (U.S.S)
- Uganda association for the Mentally Handicapped

All the above organizations worked closely for the betterment of their learners. As a result they started Uganda National Institute of Special Education (UNISE) Historical development of special needs education by Randike F. (2000)

#### **2.4. Historical development of inclusive education in Kenya**

Special needs education in Kenya dated back to 1945 after Second World War when army officer returned home from the war and were rehabilitated. Churches like Salvation Army and Lutheran Church played a vital role in providing medical care in the name of sponsorship since the may schools emerged to cater for the learner with special needs education.

Kenya institute of special education (KISE) started in 1986 and trained teacher who could offer the service or handle effectively learners with special needs education. Kenya also had policies and legal framework on special needs educations which were paramount. The document governing special needs were adopted from presidential directive, cabinet papers, education commissions and legal notices from the ministry of education, Science and technology (MOEST)

The following are Kenya`s educational commissions which had emphasized on special service towards special learners with special needs education

- Committee(Ngala Mwendwa 1964) the care and rehabilitation of disabled
- Kenya educational commission (Ominde report 1964)
- National committee(Gachathi 1967) on educational objectives and policies
- Presidential work party Kamunge report 19988 education and Manpower training
- Koech report 1999 on total integrated quality education and training
- Children act 2001. Module 18 by Randiki.F 2002.

#### **2.5. International policies and conventions of special needs education**

The above documentation point to the development of special needs education. These events can traced back to 1948 which was the year of the united nation Universal declaration of human right which rights which focus all the spheres of human dignity and equal rights for all.

Other international policies and conventional advocating the same include:-

- World program of Action 1983
- Children's right charter 1989
- World conference on special needs education 1994
- The conference on education for all Dakar 2000 among other

## **2.6. Implementation of distant learning in special education**

To ensure quality education to all learners in Kenya schools, the government of Kenya through Kenya institute of special education (KISE) in the year 2000 embarked on aggressive nation wide distance learning training programme for primary school teacher and any other integrated person working with children. It is hoped that by the year 2015, all school in Kenya will have at least one trained teacher in special needs as a resource person for learners with special needs education.

The institute administrators selected some specific colleges to use in training. Despite the nation wide programme initiated by (KISE) to train teachers, there are other challenges that might hinder the implementation of inclusive education in Kenyan schools.

It is this point that the researcher would like to investigate factor that hinder the implementation of inclusive in pioneer educational zone.

## **2.7. Teacher training personnel**

Teachers are required to attain skill so as to identify the diverse needs and exercise partially in exchange services. Lack of appropriate skill brings imitation to delivering service in their classroom. Alan and Louis (1970)

“At present, majority of staff in main stream schools have received little or no training in handling learners with special needs education.”

The training institutions are in much age to instill skills to trainees so that they may implement inclusive education in their schools. According to Koech's commission (1990) he recommended that Kenya institute of special education (KISE) should expand and teacher as away of quickening the implementation of inclusive education.

Lack of skilful teachers resulted in poor or no impartment of knowledge to learners with different diversities

.....teachers must be well chosen and trained"

The above institute of special education (KISE) have started distance learning programme which well chosen teacher and any other person working with the child having special needs education are observed to the training. The first group of teachers graduate was in 2002 in Nakuru high school, the second group was in 2004 July at KISE)

## **2.8. Curriculum**

There referred to learners education offered to learner who have disabilities of body and mind calling for special education treatment Alan and Louis (1970) according to UNESCO 1999 state the purposeful curriculum refers to a set of guideline based on a set of objective providing educational opportunities and experience for all learners

Purposeful curriculum prepares learners to face challenge in learning situations in school and societies hence take their roles. Apple (1979) observed that in the absence of curriculum education lacks transport and has nothing to transit its message to convey its meaning and qualify its values. The researcher has found out that unsuitable curriculum to spell out inclusive education goals may become hindrance to all learning institutions Chepterwai educational Zone. Alan and Louis (1970) highlighting that pupil with learning difficulties associated with general impurity who may have required curriculum continuously related to their developing special needs.

The researcher has found out that the teacher in the Zone have received little or no skills on how to modify the curriculum to enable them to implement inclusive education in their schools. The researcher has also calculated statistics of teacher training in (KISE) and at Kampala international University (KIU) in the zone as:

- St Mary`s Sosiot        1
- Tangaratwet            2
- Chepsaita                1
- Kapkoimur              2

Totals are 6 teachers out of 300 teachers in the Zone. Therefore implementation of inclusive education is impossible due t lack of skilful manpower.

## **Resources**

Resources are anything that can be turned to for help, support or consultation when needed. They are rather teaching learning aids. Different learners use different resources in learning process, which are rare to be obtained .lack of their resources may hinder implementation of inclusive education in Chepterwai Zone. It is obvious that resources enhance mobility such as wheel chairs, crutches that are too expensive to purchase. Other ideological equipment such as wheel audiometer and typanometer, which are totally difficult even for the government to supply to every school in Kenya. Dahama and become difficult.... this is true because failure to use appropriate equipment, the communication would be distorted. The researcher also found out that there was non educational resource that could pool several schools together like resource centre.

## **Teachers' attitude toward inclusive education**

The study conducted in Harare Zimbabwe in 2002 about teachers' attitudes; it was found out that the attitude contributed to the failure of inclusive programme. According to Mushoriwa (2001) asserted that many educational inclusion programmes failed due to teachers' negative attitudes.

The researcher therefore, was compelled to take interest because a failure remains similar even in Kenya particularly in Chepterwai Zone, where 90% of teachers have no skills handling learners with special needed education. The researcher cannot specify the type of special needs education of the learners and the extent of instructional adaptation required in order to handle such learners.

Before the conception of inclusion, it seemed that teachers' attitude is significant and need to be addressed. The researcher found the factor to be crucial and affecting success of inclusive implementation in the educational Zone. Reese (1995) and Noland (1998) learners in their classes within the reaching environment. Although teaching methods are as many as there are teachers, the motivation to achieve a set goal remain a mystery.

Since time immemorial societal beliefs, practices and attitudes, the world had been cruel to persons with diverse disabilities. They were viewed as objects of bad omens and were either killed, abandoned or offered as sacrifice to appease the gods. According to Ngego (1996),.....the case of handicapped traditionally are taught arise from ancestral spirits witches or malevolent gods who must have been offended....."

The handicapped are viewed as helpless creatures who are to be pited and handled delicately.

## **Skilful teachers**

With an intention of developing strategies to promote inclusion in schools, Ainscow (1990) observed that teaching and planning for diversity to meet the needs of learners of paramount.

There are aspects that seemed essential to respond to actual needs. Teachers' knowing their pupil's in terms of their existing skill which is a real problem most teachers which have not attained training and most to Chepterwai Zone which most teachers who have not attained training and most to chepterwai Zone which most teachers who have not attained their in-service or a full training.

With these views therefore, implementation of inclusive education in the educational Zone is almost impossible. For the learners to be helped by their teachers to establish a sense of personal meaning about the work and activities they engage in, organizing teachers need to be skillful enough. The researcher found that Chepterwai educational Zone, teacher contributed a lot in failure of implementation of inclusive education

### **Support service**

According to Randike (2002... education is the responsibility of the ministry of education science and technology (MOEST)....." learners with special needs education should be supported by the multi-sect oral if their full participation has to be realized. The failure of the processionals the community, stakeholders and the ministry of educations science and technology and other not mentioned would result in poor or no implementation in the zone.

In mainstream classrooms as in any education setting, the positive attitude of the following is of paramount.

- M.O.E.S.T
- Teachers
- Community
- Other professionals and social workers



## **Economic status**

As much as primary education is free in most countries in the world, Kenya also is included and special education according to Hegarty (1984) states that parents need to buy hearing aids, batteries and cater for medical bills for their hearing impaired children. They are also required to meet to boarding expenses because the government did not honor them to give grants. But things have changed: the governments these days provide some money specifically to special needs education learners.

## CHAPTER THREE

### METHODOLOGY

#### **3.0. Introduction**

This chapter focuses on the design of the research and approach used to collect the data. The questionnaires were used as research instruments.

#### **3.1. Approach**

The researcher used quantitative approaches

#### **3.2. Research design / strategy**

The research design used was survey. The researcher used the design because it is a common method used in educational research to establish the situation of a problem on the ground.

#### **3.3. Population**

The researcher carried out the study targeting schools in Machakos District as the research population

#### **3.4. Sampling**

Three schools in the division were used as the sample size which comprised of population of 90 teachers in total to represent the whole population of schools in the division.

#### **3.5. Sampling procedure**

In the three chosen schools with a population of 90 teachers, the researcher used random sampling to obtain 3 teachers who filled questionnaires in every school and they also represented the larger population.

### **3.6. Instruments / Tools**

The researcher used questionnaires, which comprised of 7 questions. These are few simple and well formulated questions. They were taken to three schools in the division and 3 teachers in every school filled the questionnaires to represent the larger population.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0. Introduction

This section looked at the analysis and discussion of the findings from the study and these were basically views of the respondents.

**Table 1: Response rate**

Response	Actual questionnaires	No. of questionnaires	Percentage
Head teachers	3	3	100%
Teachers	9	9	100%
<b>Total</b>	<b>12</b>	<b>12</b>	<b>100%</b>

*Source: Primary Data 2009*

**Table 2: Lack of trained manpower**

Responses	Frequency	Percentage
Head teacher		
Yes	2	67
No	1	33
<b>Total</b>	<b>3</b>	<b>100</b>

*Source: Primary Data 2009*

Two head teachers accepted that they did not have well trained manpower who could handle learners with special needs education in their schools. The remaining one head teacher has implemented inclusive education because his school has an integrated unit for the mentally challenged learners.

**Table 3: Attitude of teachers handling a class of different diversities**

Responses	Frequency	Percentage
Negative	9	75
Positive	3	25
<b>Total</b>	<b>12</b>	<b>100</b>

*Source: Primary Data 2009*

The results above indicate that 75% of teachers could not handle learners with special needs education because they found it difficult. They said they would hinder lesson delivery at a uniform pace. A small percentage of about 25% are willing to integrate their schools and they are comfortable to handle and teach them.

**Table 4: Are there handicapped learners in your school?**

Number of learners	Frequency	Percentage
0-5	6	50
6-10	5	42
Over 20	1	8
<b>Total</b>	<b>12</b>	<b>100</b>

*Source: Primary Data*

It is clear from the table above that at least every school in the division has learners with special needs. This is indicated by 50%

**Table 5: The most serious limiting learning resource in your school. Table V**

Type of learning resource	Frequency	Percentage
Teaching learning aid	5	42
Books	4	33
Classrooms	2	17
All the above	1	8
<b>Total</b>	<b>12</b>	<b>100</b>

*Source: Primary Data 2009*

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

#### 5.0. Summary

On the 4<sup>th</sup> chapter, the researcher puts together the data collected in tabulation form. He also draws out the key issue judging the positive and negative aspects drawn from the twelve sets of questionnaire analyzed. . The researcher had pinpointed the prominent key issue suggested by the respondents as lack of qualified manpower to implement the inclusive education. The researcher noted that the administration had not taken any more to sensitive teachers in any form of implementation of inclusive in their schools.

Despite the positive provision by the parents for their children in his tabulated table reveals that a few parents are in normalization period hence little has been done to assist pupils with disabilities. The researcher also sited a serious limiting resources (4.5) needs to be addressed by the parents and stakeholders.

In the first chapter, the researcher looked at education as an important factor of a country's development. He also puts across that education calls for the expansion of learner's knowledge experience and imaginative understanding on awareness and readiness for employment. He also described inclusive education to have emerged from many different periods which had undergone as the century elapses.

#### 5.1. Discussion

The researcher pointed out that, what was called inclusive education was integration in most countries. The change to inclusion is just a transition towards providing better services to

marginalized groups such as disabled. He looked at inclusion and integration to mean to meet the same thing, but most writers acknowledge important difference in meaning and conceptual level.

Alan and Louis (1970) stated that inclusion must be seen as a challenge to provide better special education within diverse settings which was acceptable not to parents but also to Ngewo (1996) states that the cause if handicapped traditionally taught to arise from ancestral spirits, witches or offended gods. Randiki (2002) said the disabled children are bad omens, the researcher concurred with him. Since time immemorial societal believers viewed disabled people as objects of bad omens and therefore, killed or abandoned. Learners with special needs education should be provided with support services. Randiki (2000) said that education should be supported by the multi-sectoral. The failure of professionals community, stakeholders and the ministry of education science and technology have resulted in poor implementation of inclusive education in Central division.

## **5.2 Conclusion**

The researcher explored the general learning in Central division schools but with special reference to the learners with special education in the mainstream classrooms. He noted that the supporters of inclusive education attached to importance of education needs of learners who had been marginalized. He also concluded that every child in Central division had a right to education regardless of disabilities and social background subjected to.

From the data collection by the use of questionnaires, the researcher found out that three quarters of teachers in Central division have not had access to inclusive education skills and approaches to handle the learners competently for disability is not inability.



#### **5.4. Recommendations**

For the inclusive education to be implemented in Central Division, Machakos district and for Kenya as a whole, the researcher recommends the following to be addressed:

- There is need to train a least two teachers per school on the methods of teaching learners with special needs education.
- There is need to in-service all teachers in the division on the general methods on how to teach and handle learners with special needs education.
- Motivate teachers by giving them good salary so that they eradicated the negative attitudes they have towards learners with special needs education.
- Create awareness to the general public the importance of supporting learners with special needs education.
- There is need for government to employ more teachers to curb the high rate of retirees which could leave most schools in the division with a cute shortage of personnel to handle learners with difference diversities.

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**APPENDICES**

**APPENDIX I**

**QUESTIONNAIRE FOR STAFF MEMEBRS**

**Dear respondent,**

You are kindly I requested to assist the researcher, Kisungu Dennis Kioko, complete his studies by completing these questions- by ticking and writing short answers for the following questions.

**Q. 1.** How many teachers in your school who are

i) Trained .....

ii) Untrained.....

iii) Trained or in-serviced at K.I.S.E.....

**Q. 2.** Are there some handicapped learners in your school? .....

How many .....

Tick where applicable

Between 0-5

6-10

10-20

Over 20

**Q.3.** How do you feel handling a class with different diversities (disabilities)?

.....  
.....  
.....

**Q.4.** The most serious limiting learning resource in your school are: -

Tick the correct choice

Classrooms

Books

Teachers learning aids

All the above

**Q.5.** What role do parents perform in terms of assisting these learners with special needs education?

.....  
.....  
.....

**Q.6.** Suggest ways of how best the learning conditions of children with special needs education can be improved in your school.

- |        |        |
|--------|--------|
| 1..... | 5..... |
| 2..... | 6..... |
| 3..... | 7..... |
| 4..... | 8..... |

**Set 2.**

**TEACHERS**

You are kindly I requested to assist the researcher complete his studies by completing these questions- by ticking and writing short answers for the following questions.

**Q1.** Are there some handicapped learners in your school?.....

How many?

Tick where applicable.

- Between 0-5
- 6-10
- 10-20
- Over 20

**Q2.** How do you feel handling a class with different diversities (disabilities)

.....

.....

.....

**Q3.** The most serious learning resource in your school are: -

Tick the correct choice

- Classrooms
- Books
- Teachers learning aids
- All the above

**Q4.** What role do parents perform in terms of assisting these learners with special needs education?

.....  
.....

**Q5.** Have you ever had a talk, seminar, lecture about inclusive education in your school?..... If yes, who undertook the facilitation?

.....  
.....  
.....

**Q6.** Suggest ways of how best the learning conditions of children with special needs education can be improved in your school.

- |        |        |
|--------|--------|
| 1..... | 5..... |
| 2..... | 6..... |
| 3..... | 7..... |
| 4..... | 8..... |